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ABSTRACT

This handbook is intended as a practical resource guide for students, parents, educators, and other interested persons working together to help students (ages 2-21) who require special education in Fairfax County, Virginia. It summarizes federal and state laws and local school policies regarding special education in several sections. An overview of the county school system outlines the special education responsibilities handled at each administrative level. "Important Elements of Special Education" reviews the range of available services and defines/describes program components and processes such as Child Find, classifications of handicapping conditions, least restrictive environment considerations, transportation, problem resolution, handling of student records, and due process procedures. The special education process is presented as a series of steps, including identification, referral, evaluation, eligibility/dismissal, individualized education plan development/placement, annual review, and triennial reevaluation. "Planning Ahead" provides recommendations and resources to use in preparing for a student's transition to future education and employment opportunities. Also included are a list of community organizations and parent support groups, sources of financial assistance, information resources, and a glossary of terms. (VW)

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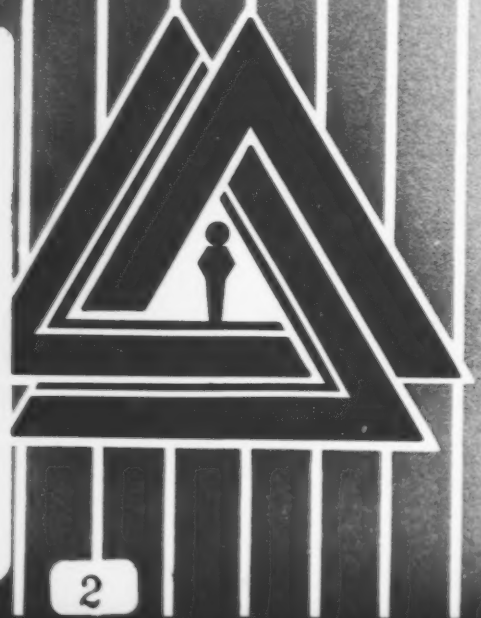

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S·P·E·C·I·A·L EDUCATION HANDBOOK

INFORMATION ABOUT SERVICES FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Department of Student Services and Special Education
Fairfax County Public Schools, Fairfax, Virginia

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STATEMENT OF MISSION

The mission of the Fairfax County Public Schools is to provide programs to meet the educational needs of **all** students in a safe learning environment that stimulates intellectual curiosity and academic achievement, develops positive personal qualities and well-being, and fosters respect for individual differences.

Adopted by the Fairfax County School Board
June 4, 1987

FOREWORD

Public Law 94-142, the Education for All Handicapped Children Act passed by Congress in 1975, provides for a free appropriate public education for all handicapped children and youth. The Code of Virginia provides that all handicapped persons, ages two through twenty-one, residing in the Commonwealth of Virginia be identified and evaluated and have available a free and appropriate public education. It is the responsibility of the Virginia Department of Education to ensure that the provisions in state law and regulations be met.

The cornerstone, and most revolutionary aspect, of Public Law 94-142 is the requirement that parents be active participants in determining the services that will address most appropriately the special education needs of their children. An effective partnership between parents and educators requires that all involved be fully informed about special education programs and understand the steps required in program planning. Opportunities to explore program options, alternative services or techniques, and possible learning environments must be offered before appropriate services can be mutually determined.

This handbook is intended to help the partners—students, parents, educators, and other interested persons—work together and become more knowledgeable, sensitive, and committed to helping students who require special education.

Special education services are an integral part of the total educational offerings of the Fairfax County Public Schools. A variety of programs serve students ages two through twenty-one, no matter how mild or severe the handicapping condition. Because these services are highly regulated by federal and state laws, some sections of the handbook include specialized vocabulary. If you are unfamiliar with a particular term, a glossary is provided beginning on page 40.

As you read and use this handbook, you may want additional information or assistance. There are many people who can help. You may contact the staff at your local school or area office, the Department of Student Services and Special Education staff, or community support groups. They will be happy to assist you. You may wish to use the form on page 46 to compile your personal directory of key people and frequently used telephone numbers.

Requests for foreign language translations of this handbook should be directed to the Central Student Registration Section at 876-5219.

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S·P·E·C·I·A·L EDUCATION HANDBOOK

INFORMATION ABOUT SERVICES FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Department of Student Services and Special Education
Fairfax County Public Schools, Fairfax, Virginia

ACKNOWLEDGMENTS

Working as a team, parents and special education staff developed this handbook in a joint effort to provide useful and relevant information to you—parent, educator, or other interested person. Among those who have made significant contributions are:

Parents of Special Education Students:
Sarah Escowitz
Stephanie Niedringhaus
Leigh Olshan
Mary Ringlen
Jamie Ruppmann

Staff Members of the Department of
Student Services and Special Education

Department of Student Services
and Special Education
Fairfax County Public Schools
Fairfax, Virginia 22030

First Printing
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This handbook is intended as a practical resource guide to be used in conjunction with official publications, policies, and regulations, but not as a substitute for these documents. The contents of this handbook provide a summary of special education laws, regulations and policies. The reader may wish to review these laws and regulations firsthand. Copies of *Virginia School Laws* and *Fairfax County Public Schools Policies, Bylaws, and Regulations* may be found in your local public library. For additional information on obtaining Fairfax County Public Schools publications, see Publications List and Order Form, p. 43.

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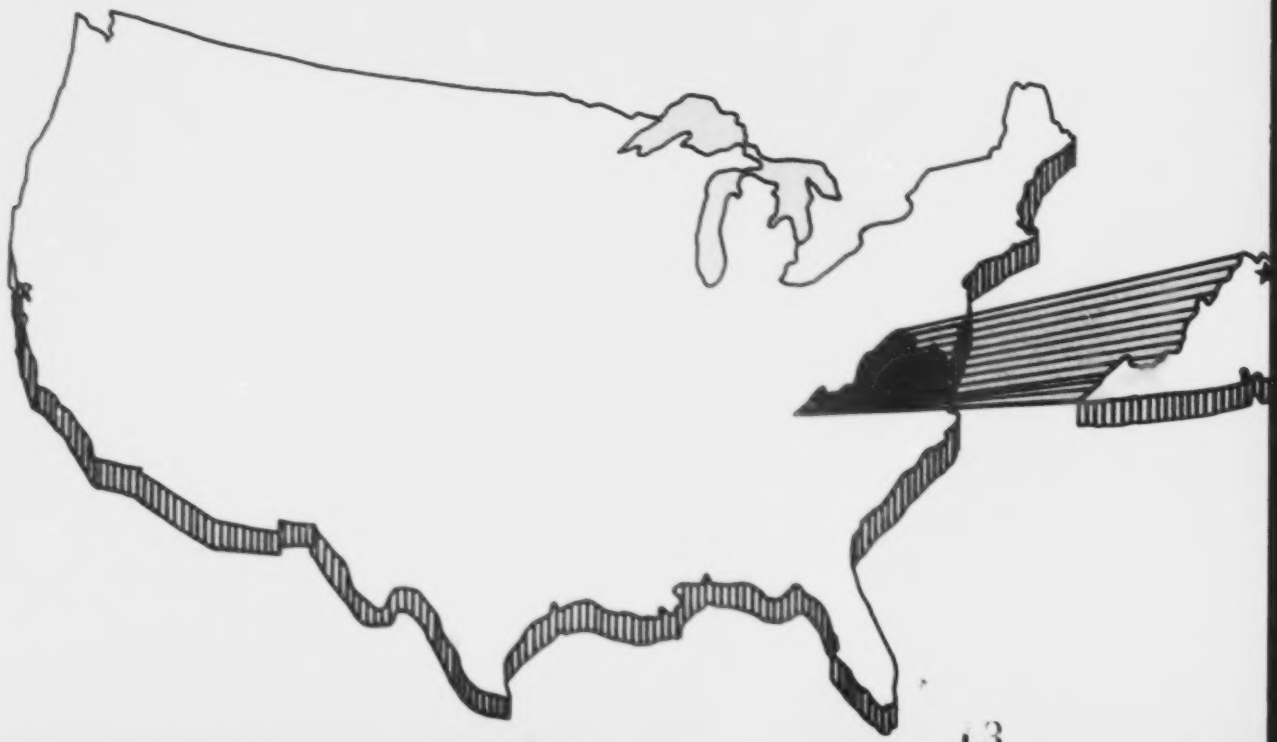
STRUCTURE OF THE FAIRFAX COUNTY PUBLIC SCHOOLS

STRUCTURE OF THE
FAIRFAX COUNTY PUBLIC SCHOOLS

Size and Scope

- Fairfax County Public Schools is the nation's tenth largest school system.
  - Fairfax County encompasses 399 square miles of northern Virginia.
    - Fairfax County is characterized by steady growth, which is anticipated to continue.
      - Current enrollment is more than 129,000 students, preschool through grade 12, in 168 schools.
        - More than 14,000 students receive special education services.
          - The school system is divided into four administrative areas.



AREA I Administrative Office
6520 Diana Lane
Alexandria, Virginia 22310

AREA II Administrative Office
6525 Montrose Street
Alexandria, Virginia 22312

AREA III Administrative Office
730A Marshall Road, S.W.
Vienna, Virginia 22180

AREA IV Administrative Office
10515 School Street
Fairfax, Virginia 22030

DECENTRALIZATION

A simplified overview of the structural levels of the Fairfax County Public Schools appears below. Each level has its own responsibility in the development and implementation of special education programs and services for students in the school system. At each level, there are people to assist you. For specific information, consult the section titled "Where to Go for Help."

- Newcomers to the county should call 691-2111 to find out which schools serve the new home address.
- Registration for students takes place in their neighborhood base schools. The central student registration section registers foreign national students.
- Certain special education programs such as speech/language and learning-disability services are provided in each school.
- The principal has the primary responsibility for special education services for students in the school.

- Each area office has a student services coordinator and staff responsible for psychological, social work, and counseling services.
- Each area office has a special education coordinator and staff responsible for the operation of certain special education programs and services in that geographic area.
- Parents may obtain complete copies of their children's special education records at the area office.
- Parents are urged to contact the area office with questions and problems which cannot be resolved at the local school.

- Central office staff and the office of the assistant superintendent for student services and special education are housed in Belle Willard and Devonshire Administrative Centers.
- Central office staff plan and coordinate student services and special education programs on a countywide basis.
- Staff in the area offices and the two administrative centers are responsible for coordinating and monitoring the complex procedures required by federal and state laws and regulations.

DEPUTY SUPERINTENDENT FOR SCHOOL OPERATIONS
Burkholder Center

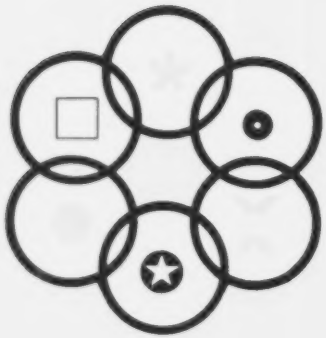
- The deputy superintendent for school operations provides direction and leadership for all school operations including special education.

SUPERINTENDENT OF SCHOOLS
(Division Superintendent)
Burkholder Center

- The superintendent of schools is the chief executive officer of the Fairfax County Public Schools and advisor to the School Board on all matters of policy and procedure.
- The superintendent of schools is supported by a leadership team composed of three deputy superintendents, four area superintendents, and assistant superintendents for:
  - facilities services
  - financial services
  - general services
  - instructional services
  - management information services
  - personnel services
  - staff development, planning, and evaluation
  - student services and special education
  - vocational, adult, and community education

SCHOOL BOARD
Meets at Luther Jackson Intermediate School

- Fairfax County Public Schools is governed by a ten-member School Board appointed by the elected County Board of Supervisors.
- To communicate with the School Board, or to obtain information about Board procedures, one should call the Clerk of the Board or the Board secretary at 691-2797.
- The School Board appoints members of the Fairfax County Advisory Committee for Exceptional Children (ACEC), the local citizens' advisory committee which exists to advise the Board on special education policies, procedures, and progams. Interested citizens are encouraged to express their views to the committee by writing the chairman. All meetings of the advisory committee are open to the public. More information may be obtained by calling 691-2476.



IMPORTANT ELEMENTS OF SPECIAL EDUCATION

CHILD FIND

"Child Find" is a term used to describe the process of locating, identifying, and evaluating children and youth who are in need of special education services and programs.

Fairfax County Public Schools maintains an active and continuing child find program. Activities include:

- An ongoing awareness campaign (e.g., media announcements, presentations to community and civic organizations, and newsletters sent home to parents).
- A cooperative effort with the Fairfax County Health Department Daytime Development Center in the identification of handicapped children below age two.
- Free screening assessments at Devonshire Center for children between the ages of two and five suspected of being handicapped who are Fairfax County residents. This assessment consists of vision, hearing, and developmental screenings. An audiological evaluation is available for children and young adults from birth to age twenty-one if there is a suspected hearing loss. For more information, contact Child Find, Devonshire Center (876-5244).
- General screening programs in each school for newly enrolled school-age children

CLASSIFICATIONS OF HANDICAPPING CONDITIONS

In Virginia, a student must be identified as a handicapped child to be eligible for special education programs and related services. According to the regulations governing special education programs for handicapped children and youth in Virginia, the term "handicapped children" means children who meet the criteria of one or more specific handicapping conditions (see below).

These definitions are summaries of those which appear in Fairfax County Public Schools regulations and are used in specifying a student's handicapping condition. These classifications are utilized by the eligibility/dismissal committee (see page 41) to decide if a student is eligible or ineligible for special education programs. Requirements for the identification, evaluation, eligibility, and placement of handicapped students are found in Fairfax County Public Schools Regulation 3401.1P, which is available in local schools and administrative offices.

CLASSIFICATIONS AND ABBREVIATED DEFINITIONS OF HANDICAPPING CONDITIONS

AUTISTIC (AUT)—Severe disorders of communication and behavior characterized by severe deficits in language ability and sustained impairment of emotional relationships with others.

DEAF/HARD OF HEARING (HI)—Hearing loss (after all necessary medical treatment, surgery, and/or use of hearing aids) which significantly restricts benefit from or participation in the general classroom program and necessitates a modified instructional program.

LANGUAGE-DELAYED (LDL)—A significant language delay (elementary level) when all of the following apply: The language delay is not due to retardation, autism, environmental deprivation, emotional disturbance, or hearing impairment; the language delay is of such severity as to preclude successful academic functioning in a general education class; a moderate to severe delay is evidenced in the compehension and/or expression of oral language as determined by standardized tests; and the child demonstrates normal intellectual potential as determined by instruments that do not require oral expression.

MILDLY MENTALLY RETARDED (MMR)—A reduced rate of intellectual development and a level of academic achievement below that of peers. Deficits in adaptive behavior are concurrently demonstrated.

MODERATELY RETARDED (MR)—An inability to acquire necessary skills as determined by a substantially reduced rate of intellectual development. Deficits in adaptive behavior are concurrently demonstrated.

MULTIPLE-HANDICAPPED (MH)—Concomitant impairments (such as mental retardation-blind, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments.

ORTHOPEDICALLY IMPAIRED (OI), OTHER HEALTH-IMPAIRED (OH)—Physical conditions and/or special health problems which result in the need for special provisions for educational purposes. Included are organic, orthopedic (skeletal, muscular, and neuromuscular), and neurological conditions affecting motor activities.

PRESCHOOL HANDICAPPED (PS)—A significant delay in one or more of the following areas of development: cognitive ability, motor skills, social/adaptive behavior, perceptual skills, communication skills. Any of the handicapping conditions listed in this section may also be used.

SERIOUSLY EMOTIONALLY DISTURBED (ED)—A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: inability to learn which cannot be explained by intellectual, sensory, or health factors; inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; general pervasive mood of unhappiness or depression; tendency to develop physical symptoms or fears associated with personal or school problems.

SPECIFIC LEARNING DISABILITY (LD)—A processing disorder and an objectively observable discrepancy between ability and skill development in one of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics calculation, mathematics reasoning. The discrepancy must be "severe" as evidenced by measured achievement significantly below expected performance based upon measured intelligence.

SPEECH-IMPAIRED (SH)—A communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, which adversely affects educational performance.

VISUALLY HANDICAPPED (VH)—Vision, which after best correction, limits ability to profit from a general or unmodified educational setting. Impairments include visual acuity of 20/70 or less in the better eye with best correction or a severely restricted field of vision.

RANGE OF PROGRAMS AND SERVICES/ LEAST RESTRICTIVE ENVIRONMENT

A full range of programs and service options is available to implement each student's individualized education program (IEP) in accordance with the principle of least restrictive environment. The term "least restrictive environment" refers to the setting determined by the IEP team that gives the child as much contact as possible with nonhandicapped peers while meeting the child's learning and physical needs. It also means that special classes, separate schooling, or other removal of a handicapped child from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Students often receive services in more than one setting. For example, a student in a full-time special education classroom may spend part of the day in a regular education classroom. As a student's needs change, different educational environments may be appropriate.

PROGRAM SETTINGS

General education class with consultation/itinerant services
General education class with resource assistance
Self-contained class with part-time instruction in general education classroom
Self-contained class with mainstreaming into non-academic and/or extracurricular activities
Full-time self-contained class
Co-facility (facility co-located with a general education facility)
Public day school
State-operated facility (day)
Private day school
State-operated facility (residential)
Private residential school
Home resource
Homebound
Hospital

RELATED SERVICES

If it is determined that related services are necessary for a student to benefit from special education, these services are provided and are included in the IEP.

Some examples of related services are counseling, physical or occupational therapy, and social work services. Those related services which are needed for a student to benefit from instruction are provided by the classroom teacher or other appropriate specialists. The goal is to provide the student with a total educational program based on his or her individual needs with as little fragmentation as possible.

Descriptions of related services are available from the Office of Special Education Programs, Belle Willard Administrative Center (691-2473).

SPECIAL CONSIDERATIONS FOR FAMILIES

Students are entitled to be evaluated by qualified personnel. When appropriate, students are evaluated in the primary language of the home or the primary mode of communication. An interpreter may be used.

Certain communications to parents of special education students are provided in the primary language of the home or in the primary mode of communication, unless it is clearly not feasible to do so.

Requests for foreign language translations of this handbook should be directed to the Central Student Registration Section (876-5219).

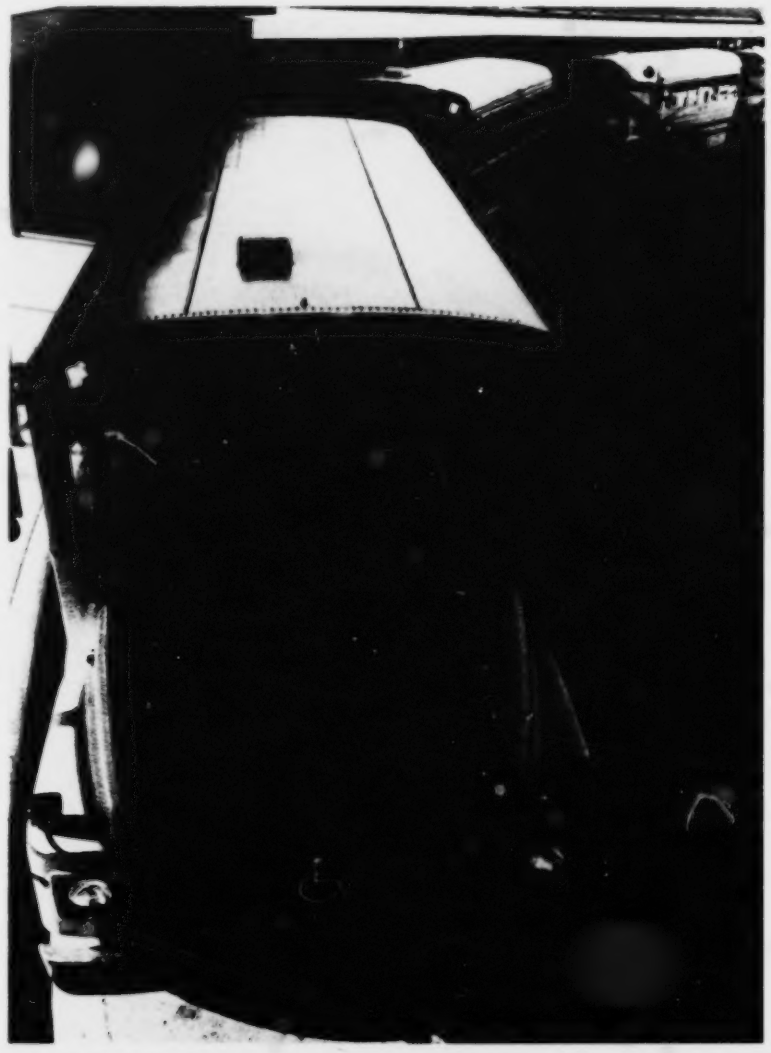
TRANSPORTATION

The school system operates one of the nation's largest school bus fleets, consisting of more than 1,000 buses which transport about 87,000 students to and from school each school day. Bus transportation is provided for elementary school students who live more than one mile from school, intermediate and high school students who live more than one and one-half miles away, students who would have to walk on hazardous routes, and certain special education students who require door-to-door transportation. The goal is to provide efficient transportation for each child with a minimum amount of travel time between school and home. Modified buses, including specially equipped lift-vans, are provided for non-ambulatory students.

The area and central offices handle transportation arrangements for those students whose individual needs require special consideration. Parents are notified by telephone of transportation arrangements such as bus number, location of bus stop, and time of pickup. Parents are urged to notify the bus driver when they know their child will not ride the bus.

Specific student needs relating to transportation should be shared with the school staff and bus driver. At all times, the length of the student's bus trip will depend upon the distance between home and school and the prevailing traffic at that time of day. Parents should notify the area or central office as early as possible when a move or change in child care providers is planned. Special requests for transportation should be directed to the area coordinator of special education or to the coordinator of special education centers and services.

Questions regarding specific pupil transportation situations should be directed to the school principal, area coordinator of special education, or appropriate transportation section. Transportation telephone numbers are: Area I, 960-9514; Area II, 941-8871; Area III, 938-3901; Area IV, 246-8205; Special Education, 246-8231.



RESOLVING PROBLEMS

Disagreements sometimes arise among parents and staff during the course of a student's education. When problems arise, it is important that attempts be made to resolve these problems before turning to mediation or due process procedures, although due process procedures are always available.

It is best for all concerned that parents and staff know their options and rights. It is equally important that they understand that appropriate communication is a vital tool in problem resolution. Fostering feelings of trust and respect is an important goal for parents and staff, and attention to successful communication methods is an important way to help achieve that goal.

Each member of the parent-staff partnership must learn to recognize all potential communication barriers and to develop strategies for overcoming each one. With this kind of preparation, it is possible to resolve issues and to maintain a positive interaction among the significant adults in a student's life.

STEPS IN PROBLEM SOLVING

The first step in solving problems is to ensure that everyone understands the problem. Requesting meetings and conferences is the best thing to do at this point. For a parent, knowing whom to call or talk with is very important. Sending informal notes to the teacher or principal may help staff to focus attention on the stated problem(s) and avoid misinterpretation of the parents' concern.

The most effective way to address a problem is to begin with the person most directly involved, usually the classroom teacher.

The following examples outline this process.

If the issue involves classroom matters. . .

1. Talk to your child's teacher.
2. Call the principal of the school and talk to him or her about the problem.
3. Call the program specialist/coordinator in the area or central office.

If the issue involves evaluation or eligibility for special education programs and services. . .

1. Talk with the evaluator (i.e., teacher, psychologist, social worker).
2. Meet with the principal of the school and discuss alternatives.
3. Call the coordinator of student services in the area office or the coordinator of psychological services in the central office.

If the issue involves the IEP. . .

1. Talk to your child's teacher and other members of the IEP team.
2. You need not sign the IEP right away. Instead, advise the staff of your questions and concerns. Request another meeting with the IEP team to discuss concerns and, if you would like, bring an additional person(s) to support you;

OR

3. If placement cannot be implemented without your signature, you may wish to sign the IEP with a written notation of those areas which require resolution.

If the issue involves implementation of your child's IEP. . .

1. Discuss concerns with the teacher over the telephone and/or request a conference with the teacher. You may wish to bring samples of your child's work.
2. Talk to the school principal about your concerns.
3. Request a meeting with the IEP team to review and/or change the current IEP. This can be done at any time by any member of the IEP team, including the parent.

If the issue involves the extent of parental participation in making an educational decision. . .

1. Discuss concerns with the teacher.
2. Meet with the principal or other appropriate person.
3. Notify school personnel in writing that you wish to have prior notification of upcoming formal meetings (e.g., local screening, eligibility, etc.) so that you can attend.
4. Request an IEP team meeting to discuss concerns, if appropriate.

Sometimes, despite everyone's best efforts, there may be a situation where satisfactory agreement cannot be reached. In that case, other procedures for decision making may be pursued which are briefly described in the "Due Process Procedures" section.

STUDENT RECORDS

The Family Educational Rights and Privacy Act, sometimes referred to as the Buckley Amendment, gives the parents the right to inspect and review official records directly relating to their child. Schools are required to establish written procedures to carry out these rights. The Fairfax County Public Schools has adopted Policy 2701, which:

- provides that parents have the right to inspect any and all records relating directly to their dependents
- authorizes students with written parental permission to inspect their records
- provides for release of information to others only under carefully described conditions
- establishes fees for the duplication of records
- provides a procedure for challenge of the contents of a student's records by parents or adult students

To protect confidentiality, records of students enrolled in Fairfax County Public Schools special education programs are destroyed subsequent to graduation. Parents should request from the area office copies of any records they may need before the student graduates or leaves the school system. Information from the school records will be needed to secure other kinds of help such as social security benefits and post-secondary services through the Virginia Department of Rehabilitative Services.

Information about school records may be found in *Information for Parents: Regulations and Procedures Governing the Education of Handicapped Children*, available in the local school or area office.

DUE PROCESS PROCEDURES

"Due process" is a term used for a legal procedure that seeks to ensure the right of citizens to be treated fairly by their government. The most basic of these assurances is the right to receive notice of a proposed action, and, if there is a disagreement, the opportunity to present one's point of view to an impartial person.

Public Law 94-142 and the federal, state, and local regulations governing the education of handicapped children contain provisions for parents and educational staff to ensure due process in behalf of students.

Due process procedures are most often used when parents or educational professionals disagree about a child's identification, evaluation, eligibility, or IEP/placement.

Resolving differences through due process is emotionally draining for families and school staff. For this reason, it is advisable that parents and educators seek other ways to resolve their differences prior to proceeding with due process hearings (although due process procedures are always available). These alternative activities are sometimes referred to as "mediation" and can include:

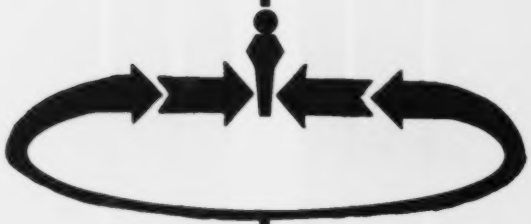
- A meeting of the student's entire IEP team for the purpose of identifying areas of agreement and clarifying and attempting to resolve areas of disagreement.
- A meeting with the local school administrator (usually the principal) for further attempts at resolving areas of disagreement.
- Meeting with area or central-level program administrators to attempt to discuss issues relating to the student's educational services that have not been resolved by the IEP team.
- Requesting an administrative review. This is a voluntary, informal process that permits staff and parents to present unresolved differences to an area or central-level committee. The administrative review committee consists of a minimum of three staff members who are not directly involved with the student's case and can assist both sides by providing an objective review of the issues to be resolved.

In most cases, these alternative mediation activities are successful in bringing about a resolution of differences between parents and educational staff. When mediation is not successful, parents or school staff may initiate an impartial due process hearing at which time an individual who is not an employee of the Fairfax County Public Schools is appointed to hear the case. Impartial due process hearings are subject to local, state, and federal regulations that set out the procedures that parents and staff must follow. Key requirements include the following:

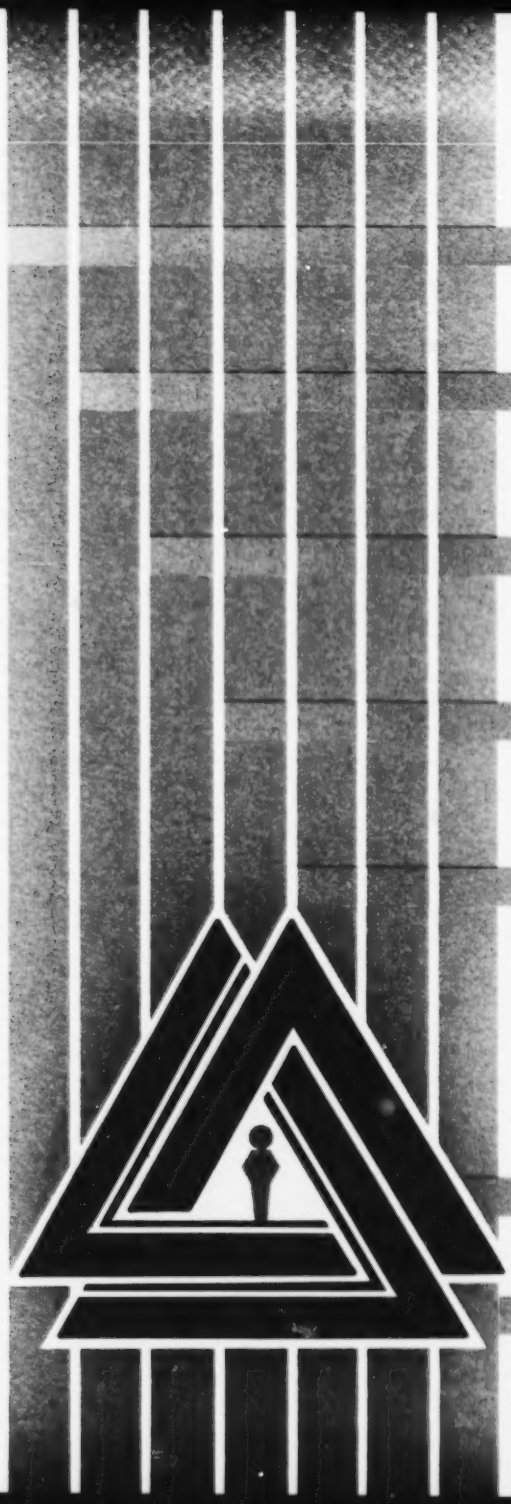
- A written request for an impartial due process hearing needs to be made within six months of the time when a disagreement occurs to the area superintendent or to the coordinator of due process.
- Parents or professional staff members requesting the hearing are notified in writing of the time, date, and place of the hearing.
- Participants must be advised in writing of their rights to: (a) engage counsel or an advocate to assist them; (b) present evidence, confront, cross-examine, and require the attendance of witnesses; (c) be aware that evidence introduced less than five working days before the hearing may not be considered; (d) obtain a written or electronic record of the hearing; (e) receive written findings of facts and the decision.
- The hearing must be completed and a decision mailed to parents and to the school division no more than 45 calendar days after the request for a hearing is received unless a continuance is granted by the hearing officer.

Additional information about the rights and responsibilities of school staff and parents in due process procedures is contained in *Information for Parents* (which is available from your local school, area, or central office), FCPS Regulation 3401.1 (which is available by calling 691-2476), and state special education regulations (which are available from the State Department of Education in Richmond, Virginia).

Children benefit when their parents and school staff are able to work together as caring partners to develop educational services that are effective for them. Bearing this in mind, educators and parents have a responsibility to remember that due process procedures exist to protect the rights of handicapped students. Each person involved in making decisions about a child's education should take the time to resolve any negative emotions developed during IEP meetings, mediation, and/or administrative procedures. In doing this, educators and parents can protect the rights of handicapped students without sacrificing their future working relationships.



THE SPECIAL EDUCATION PROCESS



THE SPECIAL EDUCATION PROCESS

This section of the handbook describes the special education process which occurs sequentially, with each step building on the previous one. It is important to know how the process works so that all participants can be effective partners. The steps in the process are as follows:

IDENTIFICATION:

Recognition on the part of a parent, teacher, or other person that a child may have special learning needs.
PRIMARY CONTACT PERSON FOR PRESCHOOL-AGE CHILDREN—Child Find staff
PRIMARY CONTACT PERSON FOR SCHOOL-AGE STUDENTS—School principal

REFERRAL:

The act of telling a school or agency that a student may have special learning needs. A referral may be made by a parent, teacher, doctor, or any person who has worked with the student. Children do not have to be in school to be referred. In Fairfax County Public Schools, referrals are received and reviewed by the local screening committee at the student's neighborhood (base) school or program site.
PRIMARY CONTACT PERSON—School principal

EVALUATION:

The process of collecting and analyzing psychological, medical, sociocultural, educational, and other appropriate information about a child in order that the eligibility committee can determine if the student is handicapped and the nature and extent of the special education and related services that the student requires. Evaluative information is reviewed by the local screening committee and referred to the eligibility committee.
PRIMARY CONTACT PERSON—School principal/school psychologist

ELIGIBILITY/DISMISSAL:

The process by which a committee of professional staff members considers the individual needs of a student and determines whether the student is eligible for special education and related services. Eligibility/dismissal committees meet at the area offices and at the Belle Willard Administrative Center. If the student is found eligible for special education services, parents and school staff meet within 30 calendar days to develop an individualized education program (IEP).
PRIMARY CONTACT PERSON—School psychologist

IEP DEVELOPMENT/PLACEMENT:

The procedure by which parents and school staff develop a written plan (IEP) describing a student's special learning needs and the special education and related services to be provided to meet those needs. The IEP team consists of parents, the student's teacher, a representative of the school system qualified to provide or supervise special education services, and others as requested. P.L. 94-142 requires that an IEP contain the following:

- a description of the student's current level of functioning
- a statement of annual goals, including short-term instructional objectives
- a statement of the specific special education and, if appropriate, related services to be provided to the student
- a statement concerning the extent to which the student will be able to participate in regular education programs
- the date when special services will begin and how long these services will last
- how and when the student's performance and the effectiveness of the plan will be evaluated

PRIMARY CONTACT PERSON—Principal

ANNUAL REVIEW:

A scheduled meeting of school staff and parents to develop, review, and revise a special education student's IEP.
PRIMARY CONTACT PERSON—Principal

TRIENNIAL REEVALUATION:

A full evaluation including psychological and educational testing which is required every three years. It provides updated information used to determine individual needs and continuing eligibility for special education and related services.
PRIMARY CONTACT PERSON—Principal

PLANNING EDUCATIONAL SERVICES FOR EXCEPTIONAL CHILDREN

The following table summarizes the steps, timelines, and procedural safeguards available to parents and educators in developing special education services for handicapped students.

STEPS	SCHOOL DIVISION	PARENT	SUGGESTIONS AND TIPS FOR PARENTS
1. IDENTIFICATION			
	To identify all handicapped children and youth from birth through age 21 who need special education and related services.	To notify your local school of your child's special needs.	**Keep informed about your child's progress in school and discuss any problems with school staff.**
	To screen within 60 working days of enrollment all students in the areas of speech, voice, and language; fine and gross motor skills; vision and hearing.	**To request a conference with school personnel if you believe your child is having difficulty in school.**	**Become familiar with the school program, facilities, and names of staff. You may want to start a notebook with this information.**
2. REFERRAL			
	To refer students with suspected difficulties to the local screening committee.	To request that a comprehensive assessment be conducted at no cost to you when you suspect your child has special education needs and to initiate an appeal if that request is denied. (The subject of appeals is discussed on p.18)	Ask questions when terminology or information presented by professionals is not clear.
		To recommend, if necessary, that your child be evaluated for a specific related service.	Notify the school in writing if you want to be included in any formal meeting regarding your child.
Level 1 Local Screening Committee Meeting	To review within 10 working days referrals by school personnel or parents to determine ways in which the student's needs may be met within the school and/or whether individual evaluations are warranted.		Ask questions about the reasons for the referral and the types of tests that are needed.
		To obtain independent or additional evaluations of your child at your own expense.	
Consultation	To request informal consultation from staff (i.e., reading teacher, vision teacher, occupational therapist, physical therapist, social worker, psychologist, speech/language teacher) to clarify the student's needs.	To submit and have the school division consider all reports from professionals independent of the school system.	

10 working days from referral to (Level 1) local screening committee meeting

3. EVALUATION

65 working days from (Level 1) local screening committee meeting to eligibility meeting

Parent Notification	To inform the parents, in language they can understand, of the proposed evaluations and obtain written consent before the child is evaluated for the first time. To appeal if parents refuse to provide consent.	To consult with the principal or other staff regarding evaluations that you question. To obtain and examine a complete copy of your child's records.	Study the letter you receive. It will identify evaluations recommended and/or required.
	To complete appropriate evaluations using a variety of tests and evaluation materials in assessing children with suspected handicaps so as not to be racially or culturally discriminatory.	To receive notice and give (or refuse to give) consent before initial evaluations may take place.	Request that the person evaluating your child contact you prior to testing if you have questions.
	To answer questions from parents regarding the interpretation of test results.	To see your child's evaluations and have them explained, upon request.	Promptly request a meeting with your child's evaluators to discuss the results.
Level 2 Local Screening Committee Meeting	To review the results of the evaluations to determine if further evaluations are required.	To agree or disagree with the evaluations provided by the school system and to request an independent evaluation at public expense if you disagree.	Request that your principal and teacher notify you of the local screening meeting and the scheduled time. Become familiar with special education programs.
	To identify specific student needs and forward data to the appropriate eligibility committee. Responsibility for this function is assigned to the psychologist who acts as the case manager. (See page 41.)	To attend and be prepared to participate in the local screening committee meeting at which your child's test results are discussed.	Prepare for the local screening committee by writing down and bringing from home information about your child, e.g., hobbies, abilities, interests, drawings, self-help skills (information the school staff might not have). Establish a relationship with the school psychologist who will become your case manager.

4. ELIGIBILITY/ DISMISSAL

30 calendar days from eligibility meeting to IEP team meeting

	To determine if the student has a handicapping condition(s) and is eligible for special education and related services.	To attend and present information at the eligibility meeting.	Maintain contact with the psychologist who will notify you regarding the time and place of your child's eligibility committee meeting. The meeting will take place in the area or central office (exception may be speech/language).
	To review recommendations that a student no longer requires special education and related services and dismiss the student from special education, if appropriate.		
Parent Notification	To provide parents with a written summary of findings and recommendations of the eligibility committee and parents' rights to appeal the findings. The summary includes the names of the people on the eligibility committee.	To initiate an appeal if you disagree with the decision of the eligibility committee.	Become familiar with and/or make an appointment to visit special education programs.

continued on next page

STEPS	SCHOOL DIVISION	PARENT	SUGGESTIONS AND TIPS FOR PARENTS
5. IEP DEVELOPMENT/ PLACEMENT			
Parent Notification	To provide notification to parents orally and in writing of the IEP team meeting. The meeting is held within 30 calendar days after eligibility at a mutually convenient time. Communications in foreign languages are provided to non-English-speaking parents.	To be prepared for participation in the IEP team meeting, which is scheduled at a mutually convenient time. To be an informed participant at the IEP team meeting.	Think about goals and objectives you may want to contribute to the IEP. Consider using such school resources as the IEP manual, program curriculum guides, and the Program of Studies, as well as general child development publications (ask your public librarian).
	To notify parents of the school staff who will be present at the IEP team meeting.	To have someone accompany you if you feel that you need or would like support or assistance. Language interpreters are available if needed.	Notify your IEP team if you are bringing someone to the IEP team meeting.
IEP Team Meeting	To develop an IEP which identifies the special education and any related services appropriate to meet the student's needs.	To develop an IEP which identifies special education and any related services appropriate to your child's needs.	Contact staff and discuss possible goals, objectives, and concerns relating to the development of the IEP and request a copy of draft materials (if available) prior to the meeting.
		To consider and take time to assist in developing the IEP.	
	To reconvene the IEP team in order to reach consensus.	To reconvene the IEP team in order to reach consensus.	
		To sign the IEP in order to secure initial placement for your child.	Remember that your signature on the IEP is required for initial special education placement.
	To conduct the IEP team meeting without the parent if the school division is unable to convince the parent to attend.	To notify school staff in a timely manner of your decision to agree or not agree with the IEP.	
	To reconvene the IEP team at least annually to review the student's progress and, if necessary, revise the IEP.	To request an IEP meeting at any time to discuss changes or additions to your child's educational program.	Try to resolve differences regarding your child's goals, objectives, and/or placement by participating in a second IEP team meeting. This may be an appropriate time to bring a person(s) to support your position. If you still disagree with a component of the IEP, consult the "Problem Solving" section of this handbook.
	To request an administrative review to consider areas of disagreement in the development of the IEP when all attempts to resolve areas of disagreement have failed. To initiate a due process hearing.	To request an administrative review to consider areas of disagreement in the development of the IEP when all attempts to resolve areas of disagreement have failed. To initiate a due process hearing.	

Placement Determination	To determine placement based on the student's needs after reviewing the full range of placement options.	To assist in determining placement based on your child's needs after reviewing the full range of placement options.	Review, with the IEP team, the IEP page listing placement alternatives.
	To provide a full range of educational and related services required to meet each handicapped student's needs at no cost to the parent.	To have your child placed in a program which is designed to meet the child's educational needs in an environment free of architectural barriers.	Prepare your child for his or her new program by visiting the school, talking to staff about expectations, and participating in orientation opportunities.
	To maintain ongoing parent-school communication, which is critical to the success of the student's school experience.	To maintain ongoing parent-school communication, which is critical to the success of your child's educational experience.	Work with the teacher to monitor your child's individualized education program, i.e., exchange information/communication, share work samples and formal progress reports, review the previous IEP, conduct home/school observation.
6. ANNUAL REVIEW			
	To reconvene the IEP team to review the student's progress and revise the IEP.		Look at the annual review as an opportunity to discuss program options and activities that have been helpful, to discontinue or change services or goals that are no longer useful for your child, and to develop new goals and objectives that could be helpful to your child's educational program.
	To apply the rights and responsibilities listed in Step 5.	To apply the rights and responsibilities listed in Step 5.	Remember that the IEP team may decide to review and revise the IEP with no recommended change in program placement or services, revise the IEP by recommending deletion or addition of services, or recommend dismissal of the student from the special education program.
7. TRIENNIAL REEVALUATION			

The triennial process recognizes that students grow, develop, and change. Updated appropriate observations, assessments, and evaluations provide parents and school staff with the current information needed to make decisions regarding eligibility for and placement in special education, services required for educational progress, and possible program options. Parents are notified of the triennial reevaluation.

The initiation of the triennial reevaluation brings students, parents, and staff full circle to Step 1 in the special education process . . . Identification.

TEMPORARY PLACEMENT

Temporary placement is a process that applies to students new to Fairfax County Public Schools who have been receiving special education services in another school system immediately prior to transfer and who have a valid IEP. It allows continuity of the transferring student's education while his or her needs are being assessed according to Fairfax County procedures.

To enroll a student with a handicapping condition in the school system, a parent must be a resident and present the following documents at the neighborhood school at the time of registration:

- Birth certificate or equivalent (baptismal record, hospital record, passport).
- A copy of a physical examination completed within the last 12 months including the dates of immunizations for diphtheria, pertussis, tetanus, polio, mumps, measles (rubeola), and German measles (rubella).
- A valid IEP; generally, this means that the handicapping condition of the child is stated, the document has been signed by the IEP team including the parent, and it has been developed within the last 12 months.
- Any available specialized records (e.g., speech, audiological, psychological).

NOTE: Parents should call 691-2111 to find out what schools serve their residences. Parents of preschool-age children should contact Child Find, Devonshire Center (876-5244). Parents of students who are not citizens of the United States and/or whose children have limited English should contact Central Student Registration, Devonshire Center (876-5219).

Upon receipt of the student's records, the principal of the base school forwards the material to the area office for action. Parents are notified in writing of the authorization for temporary placement.

It might help if parents check with the special education coordinator in the area office or the coordinator of special education centers and services in the central office if they have not been contacted about the progress of the approval for temporary placement in five to seven working days after registering their child (see phone listing, page 31).

The receiving school notifies the parents of the IEP/temporary placement team meeting and arranges for parents to visit the school. The student is then placed in a special education program that is consistent with his or her previous IEP, with the written permission of the parent. If transportation is required, the parents are informed of the arrangements.

Temporary special education placements are limited to 65 working days. Special education procedures, including development of a temporary placement IEP, completion of local screening procedures, obtaining parent permission for testing, and conducting the evaluations, are completed at the school of temporary placement by staff serving the school.

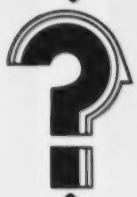
TRIENNIAL REEVALUATION PROCEDURES

A systematic method of follow-up and reassessment of all students placed in special education programs is conducted every three years (triennial reevaluation). This is an opportunity to reevaluate the student's needs since many things can change over three years. The parents should share information regarding their child's current needs during the reevaluation.

The triennial reevaluation is conducted within three years of the date of the psychological evaluation used in the most recent determination of eligibility. The triennial reevaluation includes (except for students receiving speech and language services) psychological, educational, and medical components, and updating the sociocultural component. Parents and staff may request any additional assessments that are needed.

The parent or professional staff may request that a reevaluation be conducted before the third year if it is believed to be necessary.

Upon completion of all evaluation components, the local screening committee reviews the results and refers the case to an eligibility/dismissal committee. As with the initial evaluation, parents are involved in each step of the reevaluation. The result may be eligibility for continued services, a change in services, or termination of special education services.



WHERE TO GO FOR HELP (DIRECTORY)

WHERE TO GO FOR HELP

There are many organizations, agencies, groups, or offices which offer information or services to special education parents and staff.

Department of Student Services and Special Education

General Information	(Area Code 703)
Belle Willard Administrative Center	691-2476
Hearing-Impaired (TDD/Voice for Hearing-Impaired)	691-2395
Parent Resource Center	691-2476
Area I Student Services	960-9820
Area I Special Education	960-9820
Area II Student Services	941-8404
Area II Special Education	941-8143
Area III Student Services	938-6401
Area III Special Education	938-6401
Area IV Student Services	246-8118
Area IV Special Education	246-8121

Program Specialists

Autistic	691-2965
Deaf/Hard-of-Hearing	691-2395
Language-Delayed	691-2732
Learning-Disabled—Elementary	691-2732
Learning-Disabled—Secondary	691-2339
Mildly Retarded—Elementary	691-2732
Mildly Retarded—Secondary	691-2339
Moderately Retarded	691-3181
Multiple-Handicapped	691-3181
Noncategorical—Elementary	691-2268
Physically Handicapped	691-2180
Preschool:	
Child Find	876-5244
Diagnostic Center	876-5207
Home Resource	876-5244
Preschool Program	876-5244
Seriously Emotionally Disturbed	691-2189
Speech- and Language-Impaired	691-2171
Visually Impaired	691-2395

Services for Handicapped Students

Occupational and Physical Therapy	876-5250
Procedures/Eligibility/Placement/IEP/Appeals	691-2472
Vocational Preparation	691-2761
Advisory Committee for Exceptional Children	691-2476

Community Resources

This section highlights some of the local groups and national organizations that offer services to special education parents and staff. The following list is not exhaustive, and the information presented covers only facts that are essential for selecting an appropriate service.

A copy of the *Directory of Human Services for Northern Virginia* is available at the Belle Willard Administrative Center for review by anyone interested in a detailed listing.

Every effort has been made to ensure that the information below is correct, but its accuracy cannot be guaranteed. Inclusion or exclusion of a particular group in the list implies neither approval nor disapproval by the Fairfax County Public Schools.

Community Organizations/Support Groups*

Association for Retarded Citizens—Northern Virginia 532-3214

Supports and advocates for the needs of the mentally retarded. Offers parent outreach program, information/referral service, local parent support groups for all handicapping conditions, and Planned Lifetime Assistance Network (PLAN).

Community Services Board (CSB) 281-7015

Administers mental health, mental retardation, and substance abuse programs. Thirty agencies administered by the CSB provide emergency, outpatient, residential, inpatient, day support, prevention, and case management services.

Easter Seal Society of Northern Virginia 538-4480

Provides direct and indirect rehabilitative services to children and adults with all types of handicaps whose needs are not being met through other resources. Includes speech therapy and evaluation, audiological testing, camping programs, equipment loan and purchase, and information and referral.

Fairfax County Community Mental Health Centers:

Mount Vernon Center
for Community Mental Health 360-6910
Northwest Center
for Community Mental Health 471-6030
Woodburn Center
for Community Mental Health 573-0523

Provides a full range of mental health services including psychological and psychiatric evaluations, outpatient therapy, and 24-hour emergency services.

Hearing Education Association for the Region of Northern Virginia (HEAR-NOVA) 860-4815

Offers support to hearing-impaired children, their families, and school staff.

Mental Health Association of Northern Virginia 536-4100

Offers an information/referral service for mental health care in northern Virginia; public education forums and workshops; advocacy for mental health issues; and clearinghouse information for self-help groups in the District of Columbia metropolitan area.

Mid-Atlantic Chapter of the Association for Persons with Severe Handicaps 352-3611

Provides information and advocacy for needed services and policy changes in the provision of appropriate services for all persons who experience severe disabilities.

*Support groups for special education parents are encouraged in local schools. Contact your special education teacher or building principal for more information on how to become involved in a group or to start a new one.

Northern Virginia Association for Children with Learning Disabilities 379-2776

Provides information and support to parents with learning-disabled children, as well as to professionals interested in this field.

Northern Virginia Association for the Communicatively Impaired 255-9531

Provides education for parents, professionals, and public at large and acts as advocates for the speech- and language-impaired.

Northern Virginia Family Services 533-9727

Provides counseling, family life education, consultation, and volunteer programs for individuals, couples, families, and groups.

Northern Virginia Society for Autistic Children 451-6369

Provides information and referral, advocacy, educational support, and some scholarship funds for summer programs to families with autistic members.

Parents of Down Syndrome Children—Northern Virginia Chapter 281-1211

Provides mutual support and exchange of information to parents of children with Down Syndrome.

Parents of the Physically Handicapped of Fairfax County 281-0852

Provides advocacy, information, and support to parents and dispenses funds for specific equipment for children in financial need.

Society of Underprivileged and Handicapped Children, Inc. 823-0008

Represents the needs of handicapped and underprivileged children, adolescents, and young adults handicapped by mental retardation and other developmental disabilities. Provides funds for social services, physical therapy, medical care, and equipment.

Financial Assistance/Health

Fairfax County Department of Social Services

Fairfax 385-8884
Bailey's Crossroads 671-4100
Reston 435-5660
Alexandria 768-5600

Administers the federal social security programs which offer assistance to the aged, blind, and permanently disabled, and to dependent children.

Fairfax County Health Department 691-2411

Administers general public health program including public health nursing, visual and dental services, division of children's specialty services, immunizations, and school health nursing program.

Society of Underprivileged and Handicapped Children, Inc. 823-0008

Represents the needs of handicapped and underprivileged children, adolescents, and young adults handicapped by mental retardation and other developmental disabilities. Provides funds for social services, physical therapy, medical care, and equipment.

Visiting Nurse Association of Northern Virginia 379-6800

Provides quality care to persons who are ill, injured, or in need of post-hospital care through a private, nonpublic home health care agency.

General Resources

Educational Resources Information Center (ERIC) 620-3660

Collects literature on all aspects of education. The system can be accessed at any of 800 subscribing libraries across the country. Literature on specific subjects may be obtained on microfiche or paper copy reproduction. Is located locally at the Council for Exceptional Children library, Reston, Virginia.

HEATH Resource Center ..... (202) 939-9320

Functions as the National Clearinghouse on Post-Secondary Education for handicapped individuals in the United States.

National Health Information Clearinghouse ..... (202) 429-9091

Serves as an information resource for health-related inquiries from consumers and professionals. Makes referrals to other informational sources. Toll-free number, (800) 336-4797.

National Information Center for Handicapped Children and Youth (NICHCY) 522-3332

Provides a free information service to help parents, educators, caregivers, advocates, and others improve the lives of children and youth with handicaps.

National Rehabilitation Information Center (NARIC) ..... (202) 635-5826

Houses research reports and materials in its rehabilitation information resource library. A national computerized data bank containing information about rehabilitation products and assistive devices is available. Toll-free number, (800) 346-2742.

Parent Educational Advocacy Training Center ... 836-2953

Provides training and consultation for parents of children in special education on educational issues.

Technical Assistance Center 323-3787

Provides consultations, direct services, a professional library, instructional materials resource center, and a newsletter to professionals working with severely and profoundly handicapped students, deaf-blind students, or preschool handicapped children.

Professional/Parent Organizations

Council for Exceptional Children (CEC) 620-3660

Provides information to teachers, administrators, and parents concerned with the education of handicapped children. Maintains a non-lending library open to all. Complete Educational Resources Information Center (ERIC) microfiche collection and microfiche reader/printer are available.

Recreation/Leisure/Continuing Education

Fairfax County Department of Recreation and Community Services 385-5036

Conducts Saturday and summer programs for residents three years old or older. Free transportation is provided.

Fairfax County Public Schools Adult and Community Education 893-1090

Offers programs year-round at centers and local schools, with course offerings including adult basic education, high school credit, general educational development, vocational, and enrichment programs, and before- and after-school classes for children.

Fairfax County YWCA 560-1111

Offers social/recreational programs for learning-disabled teenagers and young adults.

Northern Virginia Special Olympics 549-7176

Provides a year-round sports, training, and competitive program for mentally handicapped persons. The minimum age limit is eight.

Talking Books Program for Visually and Physically Handicapped Students 971-0030

Offers many sources of reading materials in large type, records, or magnetic tape (open reel and cassette). The Marshall Public Library in Alexandria, Virginia, serves as local clearinghouse.

Very Special Arts Festival (VSA)—Reston 476-4500

Creates and promotes year-round opportunities in drama, music, dance, and the visual arts for persons with disabilities. VSA is an educational affiliate of the John F. Kennedy Center for the Performing Arts in Washington, D.C. (202-662-8899)

Services for Adolescents

Health Services

Fairfax County Health Department:

- Herndon/Reston 435-4610
- Falls Church 534-8343
- Joseph Willard (Fairfax City) 691-2161
- Springfield 569-1031
- Mount Vernon 765-1000

Mental Health Counseling

- Mount Vernon Center for Community Mental Health 360-6910
- Northwest Center for Community Mental Health 481-4100
- Woodburn Center for Community Mental Health 573-0523

Substance Abuse Services 352-0691

- South County Outpatient (Alexandria) 768-0470
- City of Fairfax Outpatient 691-2468
- Women's Center (outpatient) 281-5758
- Say'n'No (drug assessments for students) 971-4806
- Falls Church Outpatient 533-0180
- Northwest Outpatient 246-7040
- Fairfax County Public School Office of Substance Abuse Prevention 876-5246

PLANNING AHEAD

PLANNING AHEAD

As a student progresses through school, it is important to plan ahead for his or her future. This section provides information which may be helpful in preparing for future education and employment opportunities.

Opportunities for early planning for job skills and future education are offered through career exploration courses at all intermediate schools. When appropriate, special education students are mainstreamed into these classes. If mainstreaming is not appropriate, special career exploration activities are provided as part of the special education programs.

Most special education students who take vocational preparation and training courses enroll in regular education courses. Some examples are auto mechanics, carpentry, cosmetology, and general maintenance mechanics. In addition, special vocational programs have been designed for students whose needs would be met best through other training programs. These courses include those in general building maintenance, hotel-motel training, work production, work adjustment training, on-the-job training, and supported work settings.

NOTE: Parent support groups and organizations representing persons with disabilities can be valuable sources of information and support.

PLANNING AHEAD

Recommended Action	Where to Go for Assistance
Ages 10–15	
Explore all vocational/ educational possibilities	IEP team
Obtain Metrobus card	Metro ID (962-1245)
Investigate obtaining a Metrorail discount fare card	Metro ID (962-1245)
Obtain ID card	Department of Motor Vehicles (845-6000)
Obtain Social Security card	Social Security information (661-8431)

Recommended Action	Where to Go for Assistance
By Age 16	
Obtain work permit	School office
Inquire about vocational training opportunities	School guidance counselor IEP team
Consider completing the vocational planning guide (required for students in full-time special education programs)	IEP team
Explore case management services	Community Services Board (281-7015)
Obtain information about driver's training and license	Department of Motor Vehicles (845-6000) School guidance counselor

Recommended Action	Where to Go for Assistance
By Age 16	
Determine type of diploma	IEP team
Inquire about nonstandard testing procedures (PSAT, SAT, ACT, and achievement tests)	School guidance counselor
Explore need for work adjustment training	IEP team
Inquire about post-secondary services and education	Career centers, located in all Fairfax County high and secondary schools State Department of Rehabilitative Services School Unit (849-8808) Northern Virginia Community College: Alexandria (845-6301) Annandale (323-3211) Loudoun (450-2571) Manassas (368-0184) Woodbridge (670-2191) Four-year colleges/ universities HEATH Resource Center (202-939-9320)
Research adult living situations	Community Services Board (281-7015)

Recommended Action	Where to Go for Assistance
By Age 18	
Apply for case management services	Community Services Board (281-7015)
Apply for Supplemental Security Income (SSI) and Medicaid	Local Social Security office
Register to vote	Voter information (385-8100)
Register for armed services	Local post office
Inform health insurance company of child's disability and obtain a rider of continued eligibility	Private insurance company
Visit post-secondary providers	State Department of Rehabilitative Services School Unit (849-8808) Community college Four-year colleges/ universities Fairfax County Public Schools Adult Education (893-1090)
Visit adult programs; check on waiting lists	Community Services Board (281-7015)
Pursue future coordination with Department of Rehabilitative Services	Department of Rehabilitative Services (960-3411)
Locate adult social clubs	Fairfax County Recreation Department (385-5036)
Utilize school resources in planning for the future	School guidance counselor

Recommended Action	Where to Go for Assistance
By Age 21	
Explore federal benefits	Social Security office
Review financial planning (e.g., wills, trusts)	Family attorney Planned Lifetime Assistance Network (PLAN) (256-4544)
REMINDER FOR THE LAST YEAR OF SCHOOL	
Confirm case management services	Community Services Board (281-7015)
Confirm Department of Rehabilitative Services	Department of Rehabilitative Services (960-3411)
Check with adult service providers for records requirements	
Obtain copy of school records	School office and area office

GLOSSARY OF TERMS

GLOSSARY OF TERMS

ADMINISTRATIVE REVIEW—A voluntary, informal mediation process permitting presentation of differences between parents and school staff members to an appropriate administrative review committee composed of staff not directly involved with the student.

ANNUAL REVIEW—A scheduled meeting of school staff and parents to develop, review, and revise a special education student's IEP.

BASE SCHOOL—The school serving the local home address.

CASE MANAGER—Staff member responsible for collecting, monitoring, and processing information pertaining to an individual student. During the evaluation process, the psychologist is considered your case manager.

CHILD FIND—A public school program which locates and identifies children and young adults from birth to 21 years of age who may be in need of special education and related services.

COUNSELING SERVICES—A related service to a student's IEP defined as a short-term structured intervention with specific aims and objectives to promote that student's social, emotional, and academic growth within the school environment.

DEPARTMENT OF REHABILITATIVE SERVICES—The agency of the Virginia state government that offers assistance to physically, mentally, and emotionally disabled persons so that they may become as self-supporting as possible.

DUE PROCESS—A set of procedures set up by law which provide a mechanism for the resolution of disagreements between parents and the school district staff.

DUE PROCESS HEARING—A formal procedure used to resolve conflicts between parents and school districts over the provision of special education (see "impartial hearing").

EDUCATIONAL EVALUATION—(see "evaluation").

ELIGIBILITY/DISMISSAL COMMITTEE—A committee of professional staff that considers the individual needs of a student and determines whether the student is eligible for special education and related services. Eligibility/dismissal committees meet at the area offices and the Belle Willard Administrative Center.

EVALUATION—The process of collecting and analyzing psychological, medical, sociocultural, and educational information for a child in order that the eligibility committee can determine if the student is handicapped and the nature and extent of the special education and related services that the student requires.

Educational Evaluation—Written report describing current educational performance and identifying precise instructional needs in academic skills, language performance, and functional areas. This report includes academic testing results, the classroom teacher narrative, and classroom observation information.

Medical Evaluation—Written report from a licensed physician indicating general medical history and any medical or health problems which may impede optimal learning.

Psychological Evaluation—Written report from an approved school psychologist based on the use of a battery of appropriate instruments which may include individual intelligence test(s) and psychoeducational tests. When appropriate, a clinical/psychiatric evaluation may also be included.

Sociocultural Evaluation—Written report describing developmental history and adaptive behavior at home and school. This evaluation is completed by a social worker or visiting teacher.

Other Evaluation—Reports which can include speech and language, etc., when appropriate.

FAPE (Free Appropriate Public Education)—A statutory requirement that handicapped children and youth receive a public education appropriate to their needs at no cost to their families.

IDENTIFICATION—Recognition on the part of a parent, teacher, or other person that a child may have special learning needs.

IEP (Individualized Education Program)—A written plan for every student receiving special education that describes the student's special learning needs and the specific special education services required by the student.

IEP TEAM—A group consisting of parents, the student's teacher, a representative of the school system qualified to provide or supervise special education services, and others as requested who meet at a conference to develop the IEP.

IMPARTIAL HEARING—A formal procedure used to resolve conflicts between parents and school districts over the provision of special education (see "due process hearing").

LEAST RESTRICTIVE ENVIRONMENT (LRE)—The setting determined by the IEP team that gives the child as much contact as possible with nonhandicapped peers while meeting the child's learning and physical needs. It also means that special classes, separate schooling, or other removal of a handicapped child from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

LOCAL EDUCATION AGENCY (LEA)—The public school system (i.e., Fairfax County Public Schools).

LOCAL SCREENING COMMITTEE—A committee established in all schools to identify the needs of pupils experiencing academic difficulties. A local screening committee normally includes the teacher, principal, school psychologist, appropriate resource teacher, and staff member initiating the referral. Local screening committees for speech and language referrals are chaired by the speech and language clinician serving the school.

MEDICAL EVALUATION—(see "evaluation").

OCCUPATIONAL THERAPY—A related service to a student's IEP which emphasizes remediation of/compensation for perceptual, sensory, visual-motor, fine-motor, and self-care deficits.

PARENT—A parent, a guardian, or a person acting as a parent in the absence of a parental guardian. The term "parent" also means a surrogate parent appointed pursuant to Virginia regulations.

PHYSICAL THERAPY—A related service to a student's IEP which emphasizes remediation of/compensation for mobility, gait, muscle strength, and postural deficits.

PROGRAM OF STUDIES—The basic instructional program for Fairfax County Public Schools. A series of documents containing the instructional objectives for all subjects kindergarten through grade 12, instructional activities, catalogs of instructional materials, and tests measuring student achievement of selected objectives (available for review in local schools according to grade level).

PSYCHOLOGICAL EVALUATION—(see "evaluation").

PUBLIC LAW 94-142—The federal law which mandates that a "free and appropriate" public education be available to all school-age handicapped children.

REFERRAL—The act of informing a school or agency that a student may have special learning needs. A referral can be made by a parent, teacher, doctor, or any person who has worked with the student. Children do not have to be in school to be referred.

RELATED SERVICES—Support services designated in a handicapped student's IEP which are required to assist a child to benefit from special education.

SEVERELY AND PROFOUNDLY HANDICAPPED—A term to describe primary disabilities that severely impair cognitive and/or adaptive skills and life functioning which require significantly more educational resources than are provided for mildly and moderately handicapped in special education programs.

SOCIOCULTURAL EVALUATION—(see "evaluation").

STATE EDUCATION AGENCY (SEA)—Commonwealth of Virginia Department of Education.

TRIENNIAL REEVALUATION—A full evaluation including psychological and educational testing which is required every three years. It provides updated information used to determine individual needs and continuing eligibility for special education.

VOCATIONAL PLANNING GUIDE—A written plan for students beginning at grade 7 designed to assist parents, students, and staff in career planning.

PUBLICATIONS LIST

(Department of Student Services and Special Education)

Copies of the publications listed below are available from the Fairfax County Public Schools, Department of Student Services and Special Education. To request materials, complete the publications order form and return it to: Department of Student Services and Special Education, Fairfax County Public Schools, 10310 Layton Hall Drive, Fairfax, Virginia 22030. NOTE: SINGLE COPIES ARE AVAILABLE AT NO COST TO RESIDENTS OF FAIRFAX COUNTY.

Bridging the Information Gap (Handbook, $2)

Presents information for parents, professionals, and other persons concerned with bringing up adolescents in the 1980s. Included are sections on adolescent development, assessment of problems, and available resources of various community agencies.

College Programs for Learning-Disabled Students (Reference guide, $4)

Provides information to Fairfax County parents, students, and counselors regarding services for learning-disabled students at selected colleges and universities.

Fairfax County Public Schools Profile (Information sheet, no charge)

Describes briefly FCPS community, student achievement, curriculum, graduate statistics, grading system, and rank-in-class. (Revised annually.)

Finding the Therapy in Play (Guide, $3)

Provides suggestions to parents for summer activities that are both therapeutic and fun.

Getting Ready—Career/College (Handbook, $3)

Assists high school freshmen and sophomores in becoming aware of steps needed to make choices for post-secondary planning.

Guidance Counseling Services for Students Grades 7–12 (Pamphlet, no charge)

Describes FCPS guidance services available to students which include educational/occupational planning, assessment, information services, consultation with parents and teachers, career development, testing, and educational placement.

Information for Parents (Parent information booklet, 50¢)

Describes FCPS special education procedures from referral through placement of a handicapped child in a special education program. Covers educational rights of handicapped children, due process procedures, and student records.

Practical Guide for Parents—Helping Your Preschool Child Through Home Activities (Information folder, $3.50)

Provides information and activities to assist parents in facilitating their child's development.

Programs and Services (Information booklet, 50¢)

Describes services and programs offered through the FCPS Department of Student Services and Special Education. A directory of telephone numbers is included.

Regulation 3401.1P—Evaluation, Eligibility, Placement, and Dismissal Procedures for Special Education Programs (Regulation, no charge)

Sets out special education procedures that are followed by FCPS. Special education letters and forms are attached.

Student Responsibilities and Rights (Student booklet, 50¢)

Explains the legal responsibilities and rights of students in the public schools of Fairfax County and the rules of conduct and disciplinary procedures applicable to students.

Toys and Games for Special Needs (Guide, $2)

Describes sturdy, creative playthings that assist the student to learn about his or her environment and gain motor and perceptual skills.

Vocational Opportunities for Students with Handicapping Conditions (Brochure, $1)

Provides an overview of the vocational opportunities for handicapped students in FCPS. Outlines programs that are in addition to regular vocational offerings of the public school system.

A variety of curriculum guides are available for a fee. Interested persons may contact the Office of Special Education Programs at 691-2473 for more information.

For those wishing to study policies, procedures, and regulations of the Fairfax County Public Schools, copies have been provided to schools, administrative and area offices, and public libraries.

Copies of Public Law 94-142, Section 504 of the Rehabilitation Act of 1973, and the Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia may be obtained through the local public library. Public library collections also include many books and periodicals on special education.

PUBLICATIONS ORDER FORM

Fairfax County Public Schools
Fairfax, Virginia

July 1987
Department of Student Services
and Special Education

Ordering Information

- SINGLE COPIES OF LISTED PUBLICATIONS ARE AVAILABLE AT NO COST TO RESIDENTS OF FAIRFAX COUNTY.
- Checks must accompany orders for multiple copies and be made payable to *Fairfax County Public Schools*.
- Non-Fairfax County residents must submit a check made payable to *Fairfax County Public Schools* with their order.

Mail order form to: Department of Student Services and Special Education, Fairfax County Public Schools, Belle Willard Administrative Center, 10310 Layton Hall Drive, Fairfax, Virginia 22030.

SHIP TO:

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DATE: _____

PLEASE NOTE: All requests are filled subject to availability of publications.

QUANTITY	COST	PRICE	
_____	_____	$2.00	Bridging the Information Gap
_____	_____	$4.00	College Programs for Learning-Disabled Students
_____	_____	NC	Fairfax County Public Schools Profile
_____	_____	$3.00	Finding the Therapy in Play
_____	_____	$3.00	Getting Ready—Career/College
_____	_____	NC	Guidance Counseling Services for Students Grades 7–12
_____	_____	$ .50	Information for Parents
_____	_____	$3.50	Practical Guide for Parents—Helping Your Preschool Child through Home Activities
_____	_____	$ .50	Programs and Services
_____	_____	NC	Regulation 3401.1P—Evaluation, Eligibility, Placement, and Dismissal Procedures for Special Education Programs
_____	_____	$ .50	Student Responsibilities and Rights
_____	_____	$2.00	Toys and Games for Special Needs
_____	_____	$1.00	Vocational Opportunities for Students with Handicapping Conditions

$_____ TOTAL AMOUNT ENCLOSED
(Check must be made payable to Fairfax County Public Schools.)

KEY PEOPLE

POSITION	NAME	TELEPHONE NUMBER
Teachers		
Principal		
School Aide/Nurse		
Guidance Counselor		
Psychologist		
Social Worker		
Area Office, Special Education		
Central Office, Special Education		
Parent Resource Center		
Chairperson of Advisory Committee for Exceptional Children		
PTA Special Education Liaison		
Other		

Department of Student Services
and Special Education
Fairfax County Public Schools
Belle Willard Administrative Center
10310 Layton Hall Drive
Fairfax, Virginia 22030

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